




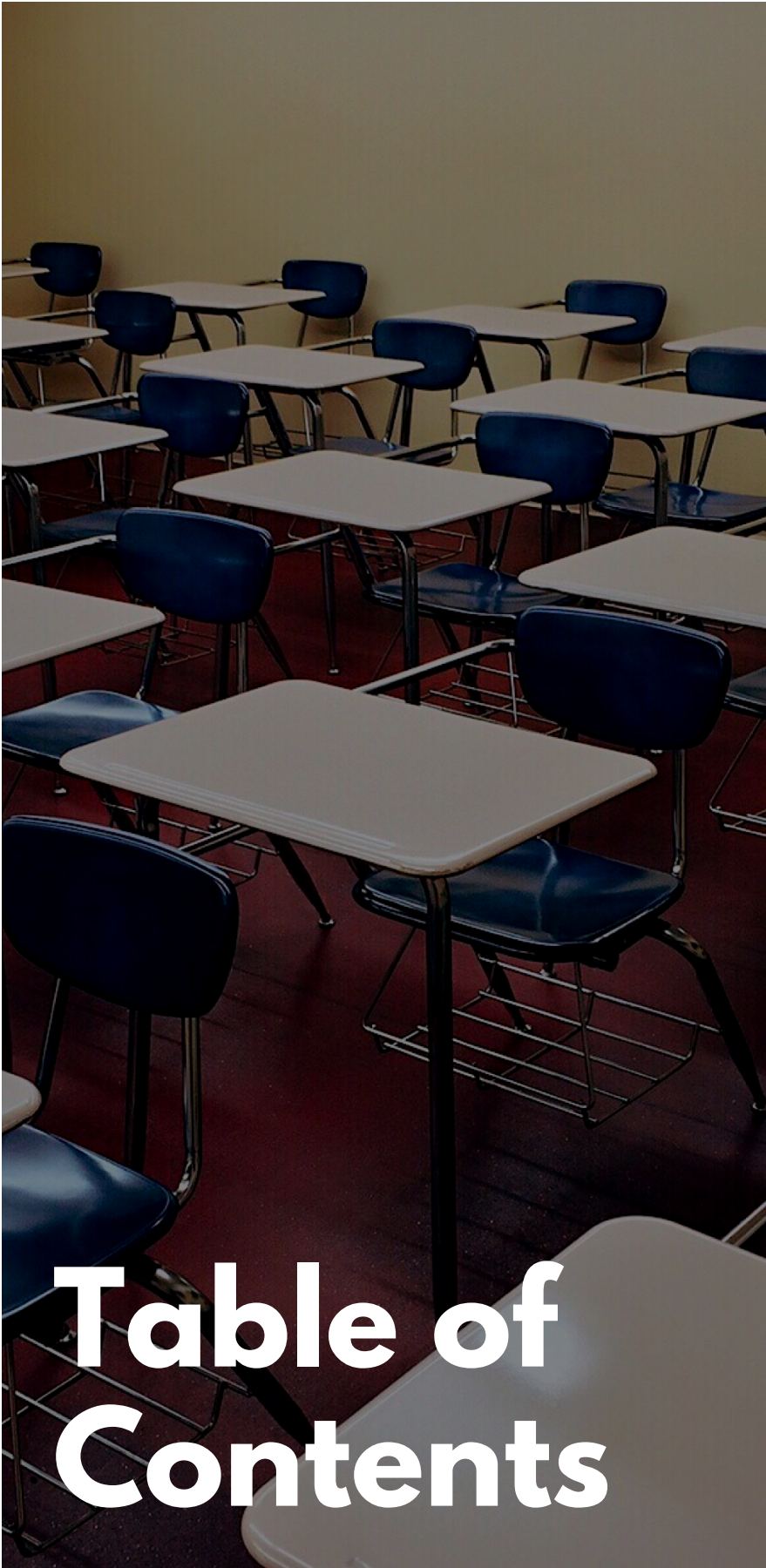
# Improving Teacher Preparation Policy and Programs

*Building a High-Quality Teacher Workforce in the State of Illinois*



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# Executive Summary

by **Lauren Burdette, Office of the Governor**

Illinois first applied for the National Governors Association (NGA) Teacher Preparation Grant in response to the reported teacher shortage in our state. The shortage is particularly acute in rural areas of Illinois. Through the process of creating these recommendations and analyzing existing data, the origin of the shortage crisis appears to be as complex as teaching itself. Enrollment in educator preparation programs (EPPs) has been slowly decreasing for many years, so it is inaccurate to blame the shortage on more rigorous entrance exams and practicums (IBHE, 2015). Nor can the enrollment decline be pinned on the two-year budget crisis, or the growing importance of student test scores in schools. Rather, the slow decrease in enrollment indicates a deeper challenge facing the education field: the devaluation of the profession itself. This devaluation is clear in numerous ways – stagnant salary schedules based on decades-old systems, low expectations for entry into the profession, a teacher preparation system misaligned with the realities of the job, and state disinvestment, just to name a few.

The recommendations laid out in this report are based on effective practices and evidence from other states and programs, as well as leaders within the

Illinois education field. The authors of these recommendations are under no illusion that any of the suggestions are silver bullets. The impact of the recommendations will be greatest if they are implemented as a cohesive plan, as opposed to cherry-picking only a few to implement. The most vital component of this report is the role of cooperation among diverse stakeholder groups and state agencies during creation and implementation of the changes. While cooperation takes longer on the front end, it is essential for lasting progress.

All participants in this group have a deep respect for the complexity and importance of teaching. High-quality teachers are vital for student success. Just as teachers should be held accountable for the students in their classrooms, the EPPs that prepare teachers and the districts that hire them bear responsibility for effectively preparing them for the classroom. Only through effective partnership across this system can Illinois improve the quality of its teachers and the outcomes of its students.





Like its neighboring states, and the nation at large, Illinois faces a shifting educator workforce marketplace, with increasing teacher retirements and a potentially growing teacher shortage. District hiring managers remain committed to hiring high quality teachers for their students, so strategies on increasing candidates in the pipeline cannot exclude quality. Over the last six years, there has been a drop in the number of teaching candidates and there continues to be chronic shortages in some subject areas and in schools that serve low income students. The extent of this shortage depends on the source. The Illinois State Board of Education reports that as of Oct. 1, 2016 about 1,000 positions were vacant (ISBE, 2016). According to the Illinois Association of Regional School Superintendents, 60% of districts in the state reported difficulty staffing positions with qualified candidates (IARSS, 2016). An analysis of ISBE data conducted by Bellwether Education Partners found that while there may not be a shortage in the overall number of teachers, there are certain subjects where there is a consistent undersupply (Bellwether Education Partners, 2015). The most severe shortage areas are high school STEM courses, bilingual and English language learner educators, and special education. As the difference in these numbers and the lack of consistent annual reporting indicates, one of the state's challenges is getting reliable supply and demand data about the teacher workforce.

# Overview of the Current Illinois Landscape

## All students deserve highly skilled teachers

At the core of this work is the value that all students deserve to be taught by high-quality teachers, and thus a rise in numbers of teacher candidates alone will not solve the workforce problems facing our state. The classroom teacher is the most important in-school factor in student achievement. A study conducted by the National Bureau of Economic Research, titled “Teacher Credentials and Student Achievement in High School: A Cross-Subject Analysis with Student Fixed Effects,” found that there is a strong correlation between student achievement data and teacher quality as measured by teacher credentials. The study found that “the negative effects of having a teacher with an average licensure test score more than one standard deviation below the mean is more than twice the positive effect of having a teacher with an average test score more than one standard deviation above the mean.” Essentially, the study’s findings show that teacher test scores have a statistically significant impact on student achievement, particularly in algebra and geometry. The study concludes that the importance of having a strong, qualified teacher can be a key to defining success in education, stating that “having a teacher with strong rather than weak credentials would, on average, offset the adverse effects of racial and socio-economic differences as defined statistically.” (Clotfelter, Ladd, and Vigdor, 2007.)

## Fewer people enrolling in teacher preparation

It is clear that teacher candidates in the pipeline will not alleviate the teacher shortage. From 2000 to 2015, enrollment in bachelor’s level teacher preparation programs in Illinois dropped

from 24,206 to 14,697, a decrease of about 39% (IBHE, 2015). The number of candidates completing such programs each year also faced a similar decrease (about 37%).

This decrease in completion could mean prospective educators are switching majors once they arrive in college, that teacher candidates struggle to complete the requirements, or that fewer students enter college interested in education. There is also little evidence that teacher candidates are choosing to specialize in the subject areas that the state needs most. Using the most recent Title II data, over three times as many candidates pursue areas of oversupply versus undersupply (sic).

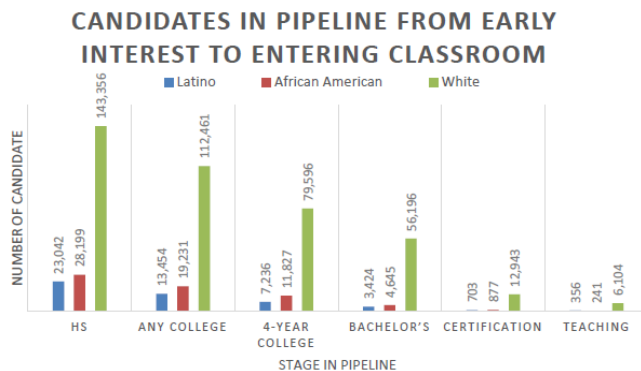
## Less diverse teachers and a reduced state focus on recruiting them

Illinois also fails to recruit and retain diverse candidates into the field, as an overwhelming majority of the profession is made up of white women. ISBE’s 2016 Annual Report indicated 77% of public school teachers in Illinois were female (sic). The Illinois State Report Card Reported in 2016 that 83% of teachers identified as white (sic.). Illinois students are 48% white, 17% Black, 26% Hispanic, and 5% Asian and projections are that the student population will continue to diversify over coming years (Illinois School Report Card). There is strong evidence that having a diverse school staff has a positive impact on student success. In 2014, the National Education Association published a report on the demographic gap between teachers and their students. In this report, it is noted that quantitative research by various researchers has found positive associations between same-race teachers and minority students’ attendance, academic achievement, and mathematics course selection (Hrabowski and Sanders, 2014).



## A leaky pipeline of candidates, particularly for African American candidates

An Illinois Education Research Council (IERC) report from 2014 noted that 143,356 white high school juniors expressed interest in teaching. Of them, 12,943 became certified teachers, but only 6,104 (44%) were hired as full time public school teachers. For African Americans, those numbers were quite different with 28,199 African American students expressing interest in teaching as high school juniors. 877 became certified teachers and only 241 (33%) were hired as full time public school teachers. Of the 23,042 Hispanic candidates expressing interest in teaching as high school juniors, 703 became certified teachers and 356 (66%) were hired as full-time public school teachers. This indicates that Illinois is losing potential teachers at every point in the pipeline, especially African American candidates. This means that we cannot look only at one point for reform, but must look systematically at the process from early exposure, through district human resource practices and career pathways for educators (White, DeAngelis, & Lichtenberger, 2014).



*As candidates progress through the pipeline, the number who continue past each benchmark decreases dramatically. Graph created using data from the Illinois Education Research Council, 2014.*

## The unique challenges of the early childhood workforce

It is also important to note that the shortages and lack of diversity, both cultural and linguistic, are not unique to the K-12 system; They are also prevalent within the early childhood education workforce. The early childhood system faces many of the same challenges as the K-12 system, such as high turnover, low compensation, and poor workplace climate, while also facing many of their own unique challenges, such as the widely varying requirements for employment (Bernoteit, Darragh Ernst, and Lathan, 2016).

In 2015 the National Academy of Medicine released a comprehensive report advocating for baccalaureate level teacher education in early childhood as an important component of effectively supporting the social, emotional, physical, and cognitive development of the earliest learners (sic). While many of this group's recommendations around recruitment, preparation, and pathways for educators can be applied to the early childhood field, this group also wants to acknowledge the work taking place in the Governor's Cabinet on Children and Youth that is working to address those issues that are specific to the early childhood workforce. Illinois is firmly committed to supporting all students with high-quality educators and must also support policy and practice that leads to well-prepared teachers who persist and grow in the profession.

# Grant and the Creation of the NGA Teacher Preparation Grant Group

The Illinois Governor's Office was awarded a \$10,000 grant from NGA to set a vision and establish a set of recommendations that would help Illinois improve educator preparation and to address shortage areas throughout the state.

The Governor's Office convened a group of diverse, expert stakeholders from throughout the state and across the education field including representatives from education think-tanks, the Regional Offices of Education (ROEs), ISBE, the Illinois Board of Higher Education (IBHE), advocacy organizations, and public and private university deans of education. All members volunteered their time.

The group convened in November 2016 to establish its scope and goals and answer any questions the members had regarding the project. Between November and January, the group worked on the

creation of a vision of teacher preparation in Illinois. This vision was approved by the group unanimously at the January meeting as a guiding vision for moving forward with this work. This mission was also adopted by Governor Bruce Rauner as his state vision for teacher preparation.

The group then split into three working groups to develop recommendations around the following spheres of teacher preparation: recruitment, training, and pathways. These groups met between the larger monthly meetings to establish theories of change to anchor their research and recommendations. They consulted other experts and hosted webinars for the group around specific best practice models to learn more about current initiatives in Illinois and across the country that have been successful. They honed their recommendations to actionable items that have the potential to have the greatest impact on the teacher workforce.

## Illinois Vision for Teacher Preparation

All children, especially those who need the most, deserve equitable access to highly effective teachers and leaders throughout their education. To achieve this vision, educator preparation programs must prepare a diverse group of high potential candidates across the state to be effective teachers. Upon entering the profession, teachers should have access to effective professional development opportunities that will lead to later leadership roles.

A well-prepared workforce is only possible with a streamlined, connected education system. Educator preparation programs, districts, and the state must collaborate and use data-driven decision making to steer recruitment, placement, and long-term planning strategies aligned with current and future workforce needs.

*A complete list of the group members is provided in Appendix A and the members of each working group are provided in Appendix B. A list of meeting dates and locations is provided in Appendix C.*





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## **ILLINOIS VISION FOR TEACHER PREPARATION**

# Guiding Principles for Improving Preparation throughout the State

While each working group created various recommendations focused on their specific area of the teacher preparation trajectory, there were several areas of intersection. These areas have become guiding principles this group believes must be addressed and/or included in any policy or program change that aims to address teacher shortages and the improvement of educator preparation in the state.

These guiding principles are:

- 1. A commitment to equitable and adequate funding**
- 2. A commitment to serving the needs of our 500+ rural districts**
- 3. A commitment to the belief that the best policies are made collaboratively with the engagement of a variety of stakeholders**
- 4. A commitment to align existing initiatives across the state to reduce duplication of efforts and to break down the silos that have been created**

## A commitment to equitable and adequate funding

This group believes that the success of the recommendations in this report ultimately rely on the ability of the state government to equitably and adequately fund public education. Without such funding – for PreK-12 and higher education – these recommendations will have limited ability to change the current landscape of student achievement in Illinois. It is almost impossible to plan for long-term policy changes when district

leaders must constantly manage emergencies related to the budget. Colleges and universities, particularly the public institutions, will not be able to train teacher candidates effectively or innovate and change practice if they do not receive funds to operate.

The budget impasse led to a decline in enrollment in public higher education institutions and an increase in the number of neighboring states recruiting Illinois students. Thus, this group also notes the importance of fully funding MAP grants and the Diverse Educator Scholarship. Ensuring the stability of MAP grants to low-income Illinoisans is essential for the K-12 education space as well as higher education. Such grants increase the diversity of students who can attend college in Illinois and thus increase the number of potential candidates for EPPs. While this report will highlight many new policy options the state of Illinois can pursue to better support and prepare its educators, these recommendations mean nothing if the state does not support the effective programs and institutions that already exist.

While the passage of a statewide budget and the establishment of a new evidence-based funding formula for Illinois' K-12 schools will relieve some of the pressures articulated above, the authors of this report still feel it is important to articulate the necessity of consistent, equitable, and adequate funding as Illinois moves forward with education reform throughout the state. Illinois will need a sustained commitment to equitable and adequate funding for both PreK-12 schools as well as institutions of higher education, if the systemic issues affecting Illinois' education system and the teacher workforce are to be effectively addressed.



## **A commitment to serving the needs of our 500+ rural districts**

Teacher shortages are particularly acute in rural districts. Rural superintendents struggle to find candidates at all, much less those candidates with science, math, bilingual, and special education backgrounds. Yet rural students have the same right to high-quality educators as students in the rest of the state. The issues facing our rural schools are unique and challenging. Teachers who enter these schools must be well-versed in pedagogy and content area knowledge, but also must be aware of the context-specific issues that rural students face. These teachers also must navigate the social isolation that often accompanies life in a rural town, the lack of easily available resources, and minimal access to professional learning communities.

Therefore, this group believes it is imperative that all pilot programs recommended in this report include at least one rural school or district, as well as intentional thought on how these programs can best be structured to support rural schools. Any initiative or statewide program must include experts in rural school learning on the design front to ensure that their voice is not lost.

## **A commitment to the belief that the best policies are made collaboratively with the engagement of a variety of stakeholders**

Throughout this report, this group has designated primary implementers to be responsible for the implementation of each of the recommendations. While it is best practice to designate one leader for completion of a task, the group believes taking a collaborative approach to

policy-making and implementation is the best way to create a successful system. Therefore, we encourage those parties identified as primary implementers to leverage the rich network of experts, stakeholders, and agency staff in this field to give guidance, feedback, and support.

## **A commitment to align efforts across the state to reduce the duplication of efforts and to break down the silos that have been created**

There are numerous education initiatives happening across Illinois. We believe it is vital that agency staff and experts align the various efforts that intersect with improving teacher preparation in Illinois, especially at a time of scarce and declining resources in the state and nationally.

To this extent, we have tried to make notes where we know of successful models, best practices and existing efforts in Illinois that may be implementing work consistent with the recommendations.

In order to further this commitment, the group created a framework for understanding the various initiatives going on in the state. This framework is displayed in Appendix D.

The background of the slide features a dark, muted image of a notebook. The top portion shows a page with mathematical formulas, including  $\log$  and  $\ln$  expressions. Below this, a pen with a black barrel and silver tip rests on a grid-lined page. The overall aesthetic is professional and academic.

# Recommendations

## Part I: Recruiting Diverse, High- Quality Teaching Candidates



# I. Promote Early Positive Exposure to the Teaching Profession

## RECRUITMENT

**Problem:** Popular opinion about the teaching profession influences potential future teachers. Despite the need for teachers, many students are dissuaded from considering teaching as an option, often by their own classroom teachers. This early exposure gives students negative impressions of careers in the field of education that create a lasting impact on their career choice. This challenge affects the capacity of schools to recruit top candidates later on, which in turn perpetuates negative stereotypes about the teaching profession. While this perception barrier must be addressed, it is important to note that the state must address both the issue of perception as well as significant structural barriers in order to adequately address the problems facing the educator workforce.

**Recommendation:** This recommendation involves a two-part strategy to improve early positive exposure to the teaching profession: first, ISBE should create and distribute a concise, clear guide to becoming a teacher for potential EPP candidates. This report should be distributed to school counselors, career counselors, and educators to help guide them in promoting the teaching profession to candidates. A clear guide describing the various pathways to becoming a teacher is useful for both traditional high school students as well as adults interested in shifting careers.

Second, as ISBE implements the Postsecondary Workforce Readiness (PWR) Act, it should highlight education as one of the career pathways that high school students can pursue. The 60 by 2025 Network, the P20 College and Career Readiness subcommittee, and the interagency group creating the implementation strategy should create a model high school pathway for students interested in education

and encourage districts to adopt it, particularly those districts that have particularly acute shortage areas. Districts can then use this resource to create career pathways programs within their curriculum. As 50% of teachers in Illinois teach in the same county from which they graduated high school, aside from providing students valuable career exploration, this strategy also helps to build a potential pipeline of teacher candidates for the district itself (Lichtenberger, White, & DeAngelis, 2015).

**Proposed Model:** By increasing positive exposure to the teaching profession in high school through leveraging existing Career and Technical Education (CTE) Career Fairs, as well as promoting education pathways programs in high schools, Illinois could maximize the number of students entering college with a strong interest in education and with experience in the profession. Schools such as Rockford Public Schools (RPS) and District 214 have exemplary education pathway programs that could be used to model such career exploration throughout the state. These programs include classes in child development and education that expose students to education as a content area as well as potentially earning them dual credit. Students in these programs also are required to work with children and in classrooms, giving them an on the ground view of what teaching looks like. RPS also partners with Rockford University, which gives reduced tuition to students who have completed the Education Pathways program and want to pursue a degree in Education. These candidates complete their student teaching at RPS and are guaranteed an interview for employment upon completion of their program. Creating partnerships with local universities is something that will be discussed in a later recommendation and can greatly aid this type of initiative. There are currently many initiatives in Illinois around workforce readiness and career exploration where this work could be easily embedded.

**Data and Tracking:** ISBE, the ROEs, the Regional Offices of Career and Technical Education (ROCTEs), and the PWR Interagency Working Group would be responsible for measuring various aspects of this work. ISBE, ROEs, and ROCTEs would be responsible for tracking the exposure and use of the one-pager during career fairs, career counseling, etc.

**Leading Indicators:** Initial success would be measured by the number of students expressing interest in teaching and the number of schools/districts expressing interest in education pathways programs.

**Lagging Indicators:** Later success would be measured by the number of schools/districts with education pathways programs, the number of students enrolling in educator preparation programs, and the number of candidates entering the teaching profession

**Primary Implementer:** ISBE is responsible for dissemination of the guide, however it could be created either by ISBE or external stakeholders. LEAs would be ultimately responsible for implementation of career pathways program, though ISBE and the PWR Interagency Working Group can provide guidance and support in building these programs.

**Timeframe:** The creation and distribution of the guide could be accomplished within 3-6 months. It would take 3 or more years to begin seeing education pathways in high schools, but the PWR interagency working group could create a sample pathway within the next year to use as a sample for districts interested in being early adopters.

## Landscape: The perception of teachers in America

A 2014 poll by Third Way that surveyed high-achieving college students found:

- Half of the students surveyed believe that teaching has gotten **less prestigious** in the last few years
- Only 35% described teachers as "smart"
- Education was seen as the top profession that "**average**" people choose (sic).

The Organisation for Economic Co-operation and Development (OECD) Teaching and Learning International Survey (TALIS) found that **only 34% of U.S. Teachers felt that teaching is valued by U.S. society (sic, 2016).**

If Illinois wants to build up a high-quality teacher workforce, these perceptions must change.

## II. Leverage a student ambassador recruitment model

### RECRUITMENT

**Problem:** As indicated in the introduction, Illinois falls short in recruiting diverse candidates and candidates interested in STEM, special education, and bilingual education into the teaching workforce. The result is a workforce that is not reflective of our student population and has consistent shortages in high need content area positions.

**Recommendation:** Traditional EPPs should utilize a peer mentoring model to recruit diverse underclassmen into education programs. EPPs would hire this mentor to recruit high achieving first and second year students from their campus into the education program. These students would work with clubs and student groups most likely to have interested candidates, such as tutoring groups, diversity organizations, and community service programs. This student worker could also reach out to local high schools and community colleges to try to raise interest in the teaching profession with these younger populations.

The ideal student worker is an upper classman in the EPP and the position could potentially be funded through the Federal Work Study program – meaning most of the money would be supplied through federal financial aid rather than the EPP's budget.

On top of growing enrollment for the EPP, this opportunity would provide a great skill-building job opportunity for the student worker. These students would gain invaluable experience working with other students and learning how to best present information to their peers. They would also have the opportunity to think of other innovative ways to market their programs and recruit strong candidates.

**Proposed Model:** While overall most EPPs struggle to attract high quality, diverse candidates, one alternative educator preparation organization has

been successful at recruiting diverse candidates – Teach for America (TFA). While recognizing the many complexities of TFA's model for preparation, their ability to recruit high-achieving diverse candidates into the education field is impressive. More than half (51%) of the TFA corps identifies as people of color and 48% received Pell Grants (TFA, 2017). In Illinois, only 18% of teacher preparation candidates who receive certification are non-white (White, Lichtenberger, and DeAngelis, 2015). In 2016, 83% of Illinois Teachers identified as white (Illinois State Report Card, 2016).

One component of TFA's recruitment strategy is the placement of campus campaign coordinators and ambassadors at various colleges and universities (TFA, 2017). TFA hires a current student to recruit other students from their own university to apply to the organization. These student workers identify top candidates, manage and execute marketing, publicity, and social media campaigns on campus, and plan recruitment events on campus for prospective corps members (TFA, 2017). While the use of student ambassadors is just one component of TFA's recruitment strategy and other factors – including their stringent entrance requirements – also contribute to making TFA an appealing option for a variety of students, being more intentional about how EPPs engage with potential students and which students they target in recruitment can help encourage more students to consider education as a profession.

The Illinois Student Assistance Commission (ISAC) uses a similar model to help engage with current high school students. The ISACorp uses a near-peer mentor and recruitment process to help students plan for the college application, selection, and financial aid process. This peer/ near-peer mentor model has proven to be successful for TFA and ISAC and has high potential for educator preparation programs.



**Data and Tracking:** These initiatives should be owned completely by the EPP, so it would fall on each institution to collect data and track success.

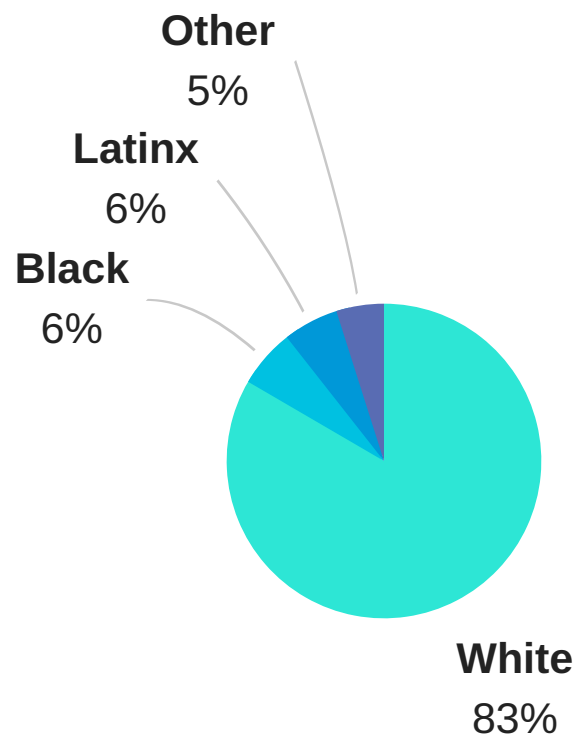
IBHE, could however, create models and recommendations to support EPPs in tracking success of the recruitment model.

**Leading Indicators:** Initial success would be measured by the number of students attending presentations by ambassador, the number of campus organizations hosting presentations, the number of students who engage in social media campaigns, the number of external events attended by the ambassador, and the number of students who interacted with the ambassador and then entered program.

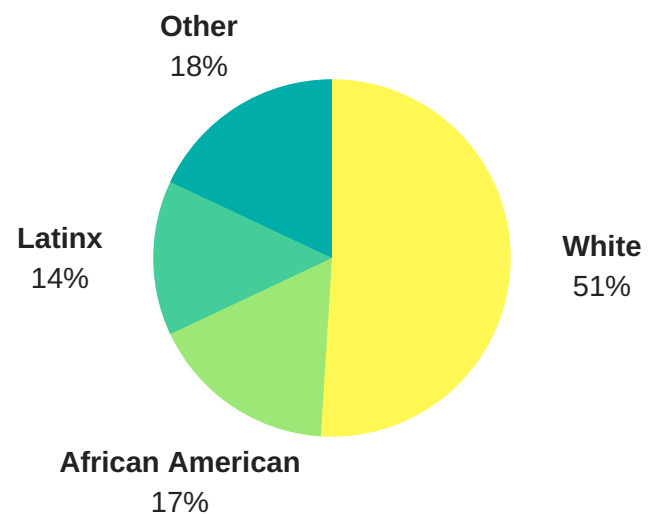
**Lagging Indicators:** Late success would be measured by the number of students applying to EPPs, the number of students entering EPPs, the rate of students entering EPPs, the number of diverse students entering EPPs, and number of diverse candidates applying to EPPs.

**Primary Implementer:** The responsibility for implementing such a program would fall to the individual EPPs. IBHE would have the more diffuse responsibility of distributing information about a recruitment program to EPPs across the state, including best practices, sample job descriptions, and information on how to best track data for such a program. The ultimate responsibility for implementation falls on the EPP.

**Timeframe:** This process could move quickly depending on the institution's internal process for receiving support for work-study students, the student hiring process, etc. A committed EPP could begin such a recruitment model by the beginning of the 2018-2019 year. IBHE could create guidance for institutions interested in this strategy by summer 2018.



*State Teacher Demographics By Ethnicity, Illinois State Report Card 2016*



*Demographics of the 2017 National TFA teaching Corps.*

### III. Pilot a Rural Teaching Corps Program

#### RECRUITMENT

**Problem:** While the IARSS survey indicates that teacher shortages affect the entire state, rural districts face the worst shortages (sic, 2016). While more populated areas face shortages in specific, hard to staff content areas, rural schools struggle to find teachers in general. An IERC study found that 90% of Illinois teachers teach within 60 miles of their home town, and 50% work in the same county from which they graduated high school (Lichtenberger, White, and DeAngelis, 2015). This indicates that one of the most effective ways to address regional shortages is to try to recruit students from within those regions to become teachers.

**Recommendation:** ISBE should partner with the Association of Illinois Rural and Small Schools (AIRSS) and an EPP committed to training rural educators to create a rural teacher recruitment program. ISBE and AIRSS should search for a philanthropic organization to match the funding it will commit to this program focused entirely on rural communities.

**Proposed Model:** One method that has proven successful at recruiting and training high quality students from rural communities is Missouri's Ozark Teaching Corps. This program recruits students who are sophomores in college to apply to be part of the Corps. Once admitted, students attend seminars on rural education issues, serve as a teacher-intern in their hometown school, and return to their hometown to teach for a minimum of three years. Members of the Corps receive an additional \$4,000 a year for the remainder of their time in college. This program directly recruits students from rural towns and encourages them to return to their hometown to be educational leaders. It also educates them on rural education issues, such as engaging with rural philanthropy organizations, history and culture, and rural poverty. This knowledge enables teachers to

be strong advocates for their communities. One of the challenges with a similar teacher recruitment program, called Grow Your Own, was recruiting high quality candidates (Hunt, Gardner, Hood, and Haller, 2011). Over 10 years, Illinois spent \$20 million on the Grow Your Own program, graduated 102 teachers, of which about 80 were still teaching as of 2015. To increase retention and reduce costs, significant time and care should be spent on recruiting high quality candidates committed to teaching in rural schools. Additional focus should be spent on partnering with districts to ensure teachers are prepared for the district's anticipated vacancies (this is also where a later recommendation around an improved supply/demand report becomes vital). Candidate selection should involve both EPP and district personnel.

**Data and Tracking:** Both the EPP running the residency program and ISBE would be responsible for tracking data about this program.

**Leading Indicators:** Initial success would be measured by the number of people completing the RFP to establish such a residency program, the number of teacher candidates applying to be a part of this program, and the number of teacher candidates in the first year cohort.

**Lagging Indicators:** Later success would be measured by the number of teacher candidates completing the program, number of teachers completing their three year placement, number of teachers staying past their three year placement, regional level shortage areas

**Primary Implementer:** ISBE is the primary implementer, with significant support from the EPP that receives the grant and, if applicable, the philanthropic funder.

**Timeframe:** 1-3 years

## IV. Revise Alternative Certification Rules to Increase Access Across the State

### RECRUITMENT

**Problem:** Alternative certification programs offer a great route for individuals who want to begin teaching later in their career. Alternative pathways enable candidates to begin teaching as part of a training program and get paid – so they do not have to take time off to go back to school full time (a high entry barrier for teachers of color and low socio-economic status). This makes it difficult for adults to decide to change their career and begin teaching. Their only option to transition to teaching is enrolling in a master's program that often requires them to make a full year, full-time commitment. Since many adults do not have the savings or the time to take such a drastic step, this greatly limits the opportunities for this group of potential teacher candidates in our highest-need areas.

In 2008, a total of eight EPPs operated 36 different alternative licensure programs across the state (ISBE, 2008). In 2012, after ISBE made an administrative rule change to many of the requirements Alternative Certification Programs had to meet in order to create more rigorous programs, more than half of those alternative certification programs closed. Now a total of five EPPs offer alternative programs, and all of them are based in Chicago (ISBE, 2017). During a time when many of the state's shortages are regional, it is important to promote alternative routes to teacher licensure across the state, not just in Chicago.

**Recommendation:** ISBE should examine the requirements for alternative certification programs to identify barriers preventing alternative certification programs from existing outside of Chicago. ISBE should work with external partners and gain a diverse array of feedback on this issue.

**Data and Tracking:** ISBE would collect data on the alternative certification programs that are operating in the state and the outcomes of their participants through its PEP initiative.

**Leading Indicators:** Initial success would be measured by the number of teacher candidates applying for licensure through alternative certification programs and the number of alternative certification programs throughout the state (broken down by region).

**Lagging Indicators:** Later success would be measured by the number of teachers in the classroom with alternative certificates.

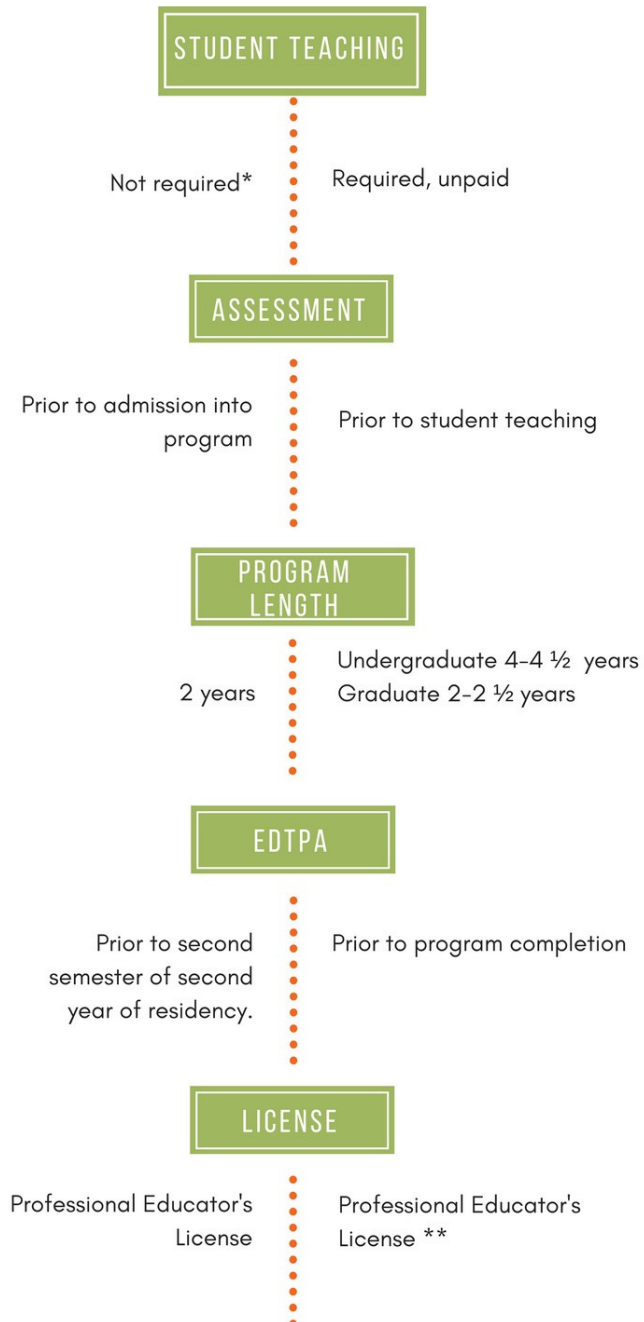
**Primary Implementer:** ISBE is responsible for gathering external feedback from stakeholders and eventually changing the administrative rule.

**Timeframe:** The rules change could be proposed to the ISBE Board in 2018 could be implemented in time for the 2019-2020 academic year. It will likely take 1-3 years for institutions of higher education to restart or create alternative programs.



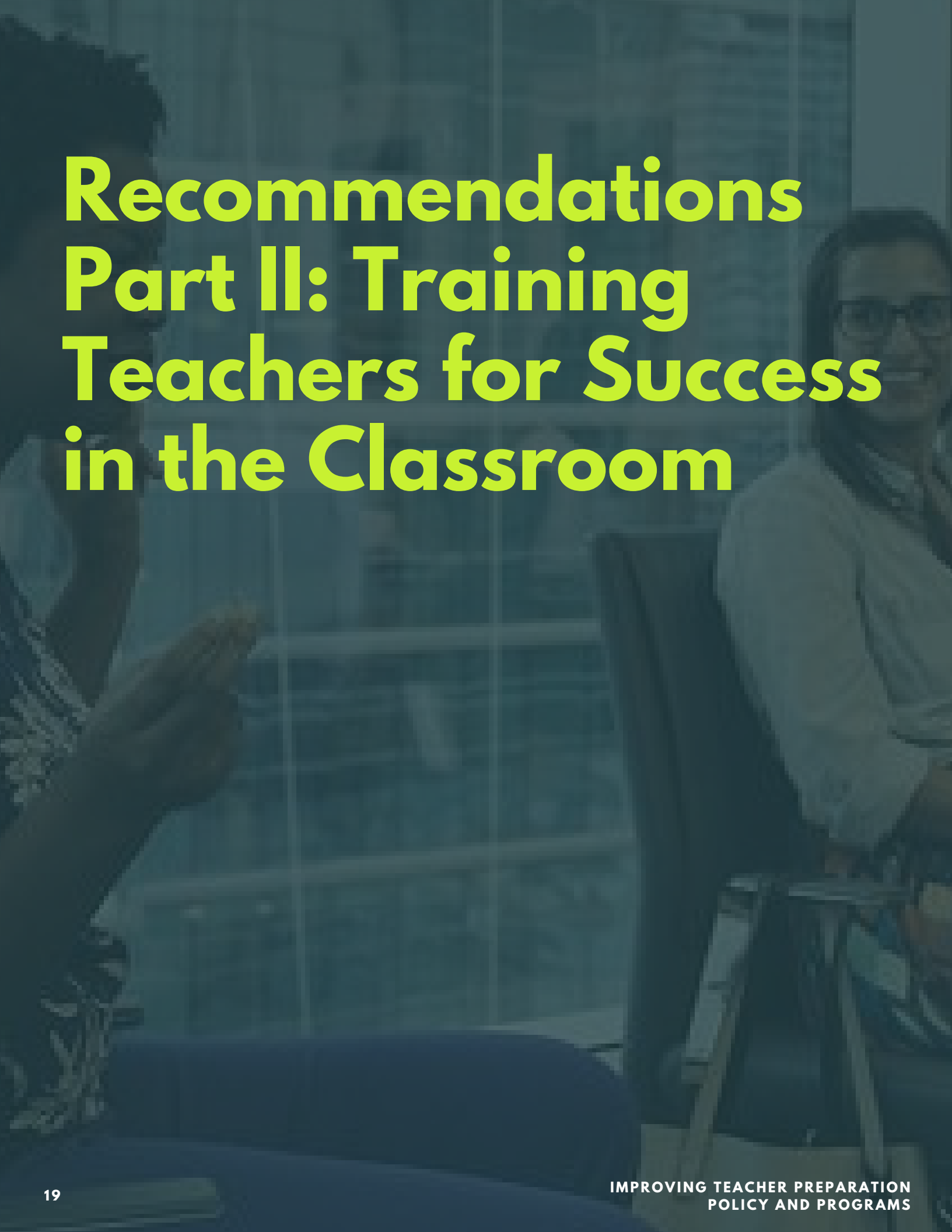
# ALTERNATIVE VS TRADITIONAL TEACHER PREPARATION PROGRAMS

teacher licensure pathways



\* While student teaching is not required, in Illinois candidates pursuing Alternative Certification are required to complete a 2-year internship

\*\* Students who complete a traditional pathways also earn a degree, either a Bachelors or Masters. Alternative Program-completers receive only a license.

The background of the page is a blurred photograph of a classroom. On the left, a student is partially visible, gesturing with their hand. On the right, a teacher with glasses is smiling. The overall tone is professional and educational.

# **Recommendations Part II: Training Teachers for Success in the Classroom**

# V. Development of an Annual, Effective Supply and Demand Report

## TRAINING

**Problem:** Currently ISBE releases a Supply and Demand Report every three years. This report provides aggregated data from across the state that compares the number of teacher and leader openings with the number of candidates in the pipeline to show the supply and demand of educators across the state. However, this report is not disaggregated by region and does not provide projections of hiring demand over the next five to ten years. While the current data is of marginal use to state policymakers, it is less useful to districts because it is only released every three years. It is important that recent data be continuously published. This will enable policymakers and district personnel in Illinois to make data driven decisions. The lack of current, high quality data makes meaningful analysis of the current state of the teacher workforce incredibly difficult.

**Recommendation:** The P-20 Teacher-Leader Effectiveness (TLE) Committee should support ISBE in developing an annual, effective supply and demand report – ideally integrated into an online platform like Ed360 – as well as an educator workforce report. The TLE Committee brings together a diverse group of stakeholders who will be able to help ISBE design the report in a way that will best serve both EPPs and districts. These reports will provide regular data to EPPs and districts about vacancies as well as information about the education workforce itself. Ideally this will provide a better targeted preparation of teachers in the subjects that districts need. The report should also serve as a basis for more meaningful EPP-district partnerships as EPP faculty will now have greater resources to advise students on what type of teacher openings exist. While this may not convince a candidate interested in social studies to shift their major to science, it may encourage a candidate to add an endorsement in Special Education, or English Language Learners.

**Data and Tracking:** ISBE should continuously seek feedback from EPPs and districts regarding the usefulness of the report as well as solicit additional information that would be useful for EPPs and Districts to help them better fill hard to staff positions.

**Leading Indicators:** Initial success would be measured by ISBE staff's commitment to moving the reports forward.

**Lagging Indicators:** Later success would be measured by a reduction in the disparity of shortages between subject areas and an increased number of quality EPP/district partnerships.

**Primary Implementer:** ISBE is the central implementer with extensive support from the P20 TLE committee. ISBE should ensure that there are representatives from EPPs and district HR personnel on the TLE committee for this work.

**Timeframe:** If ISBE commits to utilizing the report, the TLE committee could come up with a recommendation on the format of the report within the next 6 months. The creation of lasting partnerships between districts and EPPs will take longer to establish and maintain (likely 1-3 years) depending on the effectiveness of each of the reports.



*The Illinois State Board of Education is currently working on improvements to their Supply and Demand Report and have been working with members of these group as they make these updates.*



## VI. Promote EPP and District Partnerships

### TRAINING

**Problem:** Research indicates that strong partnership between EPPs and districts leads to higher quality teaching and improved student outcomes. While EPP-district partnerships currently exist across the state, there is little information shared about the success of these programs and whether they are based on best practices. Existing partnerships tend to be piecemeal and often do not lead to targeted changes in EPP programming or district practices (Education First). Also, as previously mentioned, the candidates in the pipeline are often not being prepared in subject areas where there are workforce needs and programs are failing to prepare candidates to have the skills they need in the classroom. Creating strong district and EPP partnerships that utilize data effectively will make sure that preparation programs are better aligned to workforce needs.

**Recommendation:** Illinois should promote district/EPP partnerships across the state through data sharing and hosting a convening of district leaders and EPP Deans to share best practices on using data to steer these partnerships. This group is recommending two specific strategies to promote this practice, while recognizing that other strategies are possible that might be applied in a variety of alternative ways.

The first strategy is for IBHE to collaborate with the Governor's Office and other relevant parties to secure external funds to convene all Illinois Deans of Education and leaders of alternative certification programs, as well as district leadership and hiring managers, together for a one-day conference. The purpose of the conference is to share the best practices in their programs, report on district needs and shortages, and to receive input on best practices from national experts that have led to improved student outcomes. The benefit would be to begin to cultivate a culture of collaboration among the deans

of education and district leadership across the state and to leverage best practices from around the state that will lead to improved teaching, learning, and improve the alignment of quality teachers to the demands of districts.

The second strategy is to secure external or state funds to facilitate the creation and maintenance of district-EPP partnerships. There is evidence from other states indicating that establishing trust and a mutual understanding of goals is the most challenging and most important part of the district-EPP partnership process (Education First, 2016). It is often helpful to have an external consultant/organization who is not affiliated with either the EPP or the district to help facilitate this stage of the process. When starting a partnership, it is vital to have an unbiased facilitator to help the district and the EPP come to agreement on a common vision and a plan to achieve it. This facilitator could also aid the EPP and district partnership in utilizing data tools such as Ed360, the Partnership for Educator Preparation Data, and the ISBE Supply and Demand Report to guide their work and help in the creation of data based goals, strategies, and evaluation. The State of Illinois could secure external funding or state funds to recruit EPP-district pairs that are interested in creating strong partnerships, and leveraging either the ROEs or another interested external community entity to help facilitate this partnership.

**Data and Tracking:** For the first strategy, IBHE would collect data on the number of universities and alternative preparation program providers that attend the event, as well as follow up surveys examining how the conference was useful, whether and how they plan to implement or make adjustments to best practices they heard about at the conference, and whether they will consider adjustments to programs to better align to the demands of districts, etc. For the second strategy, ISBE and IBHE would be responsible for tracking the

number of EPP-district pairs who are interested in receiving this state support, as well as tracking the number of EPP-district pairs who are interested in receiving this state support, as well as tracking the progress and success of the partnerships. The Governor's Office would be responsible for helping secure funds for this partnership work.

**Leading Indicators:** For the first strategy, initial success would be measured by the interest from external funders in funding such an event, registration of deans and leaders of alternative preparation programs for the event, attendance at the conference, and exit survey results

For the second strategy, indicators include the ability to secure funding for this initiative, the number of partners interested, the number of partnerships formed, and the number of ROEs willing to participate.

**Lagging Indicators:** For the first strategy, indicators for later success include number of EPPs and alternative certification programs implementing best practices shared at conferences, reduced disparity between supply/demand of districts and teacher pipeline.

**Primary Implementer:** IBHE would be the primary implementer for the first strategy with support from their external funder. ISBE and IBHE would partner to implement the second strategy.

**Timeframe:** The conference could be held within the next 6 months to a year. The second strategy would take between 1-3 years to implement.

## A Road Map to District/EPP Partnerships

### EDUCATION FIRST CREATED THIS FRAMEWORK FOR CREATING STRONG DISTRICT AND EDUCATOR PREPARATION PROGRAM PARTNERSHIP

This roadmap can help the State, districts, and EPPs plan and implement successful programs

### Initiation Stage

1. Districts should understand their talent pipeline and discuss these needs with teacher preparation programs
2. Partners should set the initial vision and goals together, with a focus on relationship-building and trust
3. Partners should align on rubrics and key expectations for program graduates
4. Partners should commit to sharing and looking at data together to drive action

### Implementation Stage

5. Partners should jointly select and train mentor teachers and strategically place candidates
6. Partners should ensure coursework matches clinical experiences and district language
7. Partners should communicate and meet frequently
8. Partners should spend more time in schools together

### Continuous Improvement Stage

9. Partners should be open to change, and regularly step back to honestly discuss progress and challenges
10. Partners should ensure that district needs drive shifts in teacher preparation programs' pipelines, structures, and systems

Source: Education First, Ensuring High Quality Teacher Talent: How Strong, Bold Partnerships between School Districts and Teacher Preparation Programs are Transforming the Teacher Pipeline

## VII. Teacher Residency Pilot

### TRAINING

**Problem:** With the changing scope of education, more and more is being demanded of teachers once they enter the classroom. At the same time, districts are facing increasing shortages in specific areas, making it difficult to find candidates who are well-prepared to face the challenges of the profession. Currently, EPPs are working to find ways to better prepare their students for the demands of the classroom, but with restricted resources it is difficult to build programs based on resource intensive best practices. Teachers who enter the classroom feeling unprepared to meet the demands of the job are more likely to leave the profession.

**Recommendation:** Illinois should establish a teacher residency pilot program whose candidates commit to teaching in a low-income school for 3-5 years. ISBE's commitment in the Illinois ESSA Title II plan to initiate a pilot program for teacher residencies provides an excellent opportunity to utilize funds to develop and assess effective, research-based educator preparation methods. Numerous studies indicate that high quality teacher residencies lead to improved teacher retention rates and greater diversity among teacher candidates (Guha, Hyler, and Darling-Hammond, 2016). While more research is needed, early results indicate residencies result in higher student achievement as well (Urban Teacher Residency United, 2014). ISBE should ensure its RFP require the high-quality components of national residency models, such as including careful recruitment and selection of candidates, relevant and rigorous coursework and seminars, structured coaching with a high-quality mentor, a continual improvement evaluation/assessment system, and evidence-based decisions of the school and system that hosts the residency (National Center for Teacher Residencies).

The NGA group also recommends that at least one of

the pilot residency programs be located in one of Illinois' 500 rural districts and follow the best practices of rural teacher residency models. Residencies that increase the clinical practice time for teacher-candidates have been successful in other states at both improving first year student outcomes and teacher retention. The P20 TLE group can help the pilot districts implement the residency to fidelity and can support ISBE in identifying ways to evaluate the program most effectively.

**Data and Tracking:** ISBE must create the RFP for the residency pilot programs. ISBE and the EPP offering the teacher residencies are responsible for collecting assessment data. ISBE is responsible for publishing data.

**Leading Indicators:** Initial success would be measured by the quality of ISBE's RFP and the quality of the initial candidates enrolled in the program

**Lagging Indicators:** Later success would be measured by improved student outcomes at pilot districts and improved teacher retention in pilot districts.

**Primary Implementer:** ISBE will be responsible for having the RFP open in the spring of 2017 as per the ESSA plan, with the pilot residency program starting in the 2018-2019 school year.\* Whether ISBE will need additional funds beyond what was promised in the Title II remains unclear, however, ISBE will be responsible for securing those funds if they are needed. The Governor's Office and the P20 TLE committees can support ISBE in this effort.

**Timeframe:** 1-3 years. ISBE has committed to this in its ESSA plan but has not yet released the RFP for this work to begin.

\*This was the timeline articulated in the ESSA State Plan. Given that this RFP has not been released, we are unclear what the adjusted timeline is.



## VIII. A Competency Based Student Teaching Framework

### TRAINING

**Problem:** The quality of student teaching experiences varies widely across Illinois and there is little to no consensus in regard to guidelines on what a student teacher should achieve by the end of the experience. High quality clinical experience is an essential part of a teacher's training for preparing him/her for the classroom.

**Recommendation:** ISBE should establish a competency based student teaching framework aligned to EdTPA, the Charlotte Danielson Framework, and the National Board Body of Knowledge. This framework would be a set of performance items that every student teacher is expected to complete by the end of his/her student teaching experience. To increase the likelihood of effective implementation, ISBE should roll this out as a pilot before adopting the framework statewide. Such a framework would provide a teacher candidate with not only the structure necessary to prepare for the exam (edTPA) but also would help the candidate build toward later competencies he/she will be evaluated on in the classroom. The P20 TLE subcommittee should support ISBE in this effort through exploring national best practices and providing specific guidance to ISBE on how it should structure such a framework. The TLE committee should review and revise this framework every three years in order to ensure it remains relevant and aligned not only the components above but also the skills required by teachers in the classroom.

**Data and Tracking:** Both ISBE and the EPPs would be responsible for collecting data around outcomes related to the creation of such a framework.

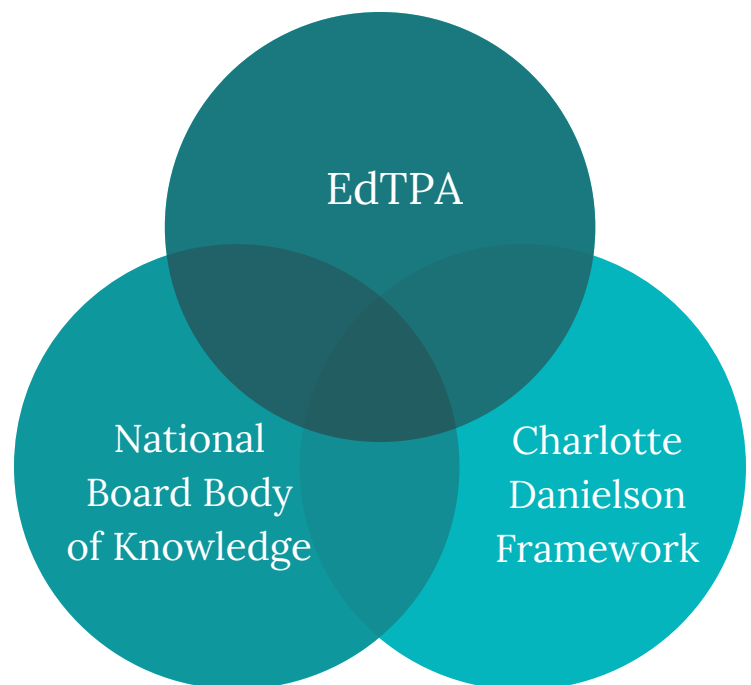
**Leading Indicators:** Initial success would be measured by the student self-evaluations, teacher and faculty valuations, increased edTPA pass rates,

and reduced time explicitly preparing for the EdTPA in college courses [the student teaching experience should prepare students for that assessment].

**Lagging Indicators:** Later success would be measured by the improved student outcomes for first year teaching, increased teacher retention rates over first 1-2 years of teaching, and improved teacher evaluation scores on Danielson rubric in the first five years of teaching.

**Primary Implementer:** ISBE, EPPs, and an external advisory committee would all be responsible for different aspects of this recommendation.

**Timeframe:** 3+ years. It will take at least 6 months to a year for TLE and ISBE to create the competency based framework. It will likely take another year to pass the rules change necessary to implement this framework – the earliest it would be completed is the end of the 2018 General Assembly session.



# **Recommendations Part III: Creating Career Pathways for Teachers**

# IX: Building teacher leadership and principal leadership pathways

## PATHWAYS

**Problem:** One of the largest problems facing the teacher workforce is low retention in profession. While Illinois is struggling to get teachers into the classroom, we are also struggling to keep them in classrooms – especially in the highest poverty schools (Bellwether Education Partners, 2016). Districts that implement teacher leadership pathways and principal leadership pathways that leverage teacher backgrounds and add to school and district capacity often have higher retention rates. However, this is not yet a widespread practice throughout the state. Teachers have few leadership opportunities in Illinois districts and teacher potential is underutilized. Some regions of the state do not have enough prospective principals, and new principals who earned their Type 75 from Illinois programs before the principal preparation re-design initially struggle in their new role due to lacking requisite skill and knowledge and hands-on experiences.

**Recommendation:** ISBE could increase the number of high quality teacher leader systems within Illinois districts. This would include identifying exemplar teacher leader roles applicable to different district contexts. By providing clear and concrete examples of teacher leader roles that are appropriate in diverse geographic and administrative samples, districts will have greater guidance in creating teacher leader positions outside of administrative roles. Second, ISBE could support Type 75 certificate holders to pursue leadership or principal training by providing seed funding to districts on a competitive basis. ISBE can utilize the P-20 TLE subcommittee to help conceptualize and advise on this new fund that would encourage districts to build teacher leader and principal development pathways. A certain portion of this fund should be specifically targeted toward rural schools. It is also necessary to complete research into what districts and regions are doing to support teacher and principal pathways. Research

particularly focused on how districts and regions are leveraging and supporting teacher leadership positions that are not solely administration jobs is particularly needed. Research into these hybrid jobs (such as master teachers or content coaches) would help policymakers better understand the career pathways districts and regions are currently leveraging for those teachers who want growth opportunities but don't want to leave the classroom. This research can help guide the process for creating the guide of exemplar teacher leader roles. These two strategies – creating exemplar teacher leader positions and creating a competitive grant to support Type 75 holders transition to teacher leadership positions – should meet the varying needs of different districts and the application process would be simple considering the potential limited capacity of rural schools.

**Proposed Model:** ISBE can leverage state set-aside funding from federal programs and state funding to introduce a pilot program to seed teacher leadership pathways and principal leadership pathways. This funding would be available for all schools to apply for and include a specific focus on rural schools.

**Data and Tracking:** The data system should track candidates in training as well as individuals in the role of principal, assistant principal, and teacher leader. Additionally, the system should track the number of individuals with Type 75 certificates who are not yet utilizing it in a school leadership role. Schools and districts should share data to improve and monitor quality of effective pathways at the state-, regional-, and local-levels.<sup>6</sup>

**Leading Indicators:** Initial success would be measured by an increase in number of teachers pursuing teacher leadership training in areas of shortage and high turnover, an increase in teacher leadership positions within schools and districts, and an increase in the number of candidates



applying for principal positions in areas of shortage and high turnover.

**Lagging Indicators:** Later success would be measured by the increase in principal and teacher retention across the state (particularly in high need schools) and an increase in student learning outcomes.

**Primary Implementer:** The primary implementers include ISBE leadership potentially in collaboration with the P-20 Teacher and Leader Effectiveness Committee.

**Timeframe:** The initial focus would be in the next eight months. The application and initial implementation would occur over the next three years.

# X: Increase the number of districts with strategic compensation systems

## TRAINING

**Problem:** The variation in pay across Illinois leads to an inequitable distribution of teachers. There is also little to no financial incentive for teachers to seek out teacher leader positions. Often for teachers, assuming such roles in their schools means doing extra work for no pay. Even teachers who earn the Illinois Teacher Leader Endorsement or a different teacher leader degree, do not see any financial benefit for receiving that extra training, making it difficult to create innovative career lattices for teachers that are commensurate with the added value of having teacher leaders in schools.

**Recommendation:** In collaboration with local teacher unions, districts should explore alternatives to the single salary system with the state incentivizing experimentation across a diverse set of districts (rural, suburban, and urban). The state should bring together a group of stakeholders including union and management representatives to review related research on strategic compensation systems that are currently in place in other countries, states, districts, and industries; discuss the issue; and create a plan that utilizes state-funding to incentivize districts to create more strategic compensation structures, with a specific focus on rural schools. Options to consider include redesigning the pay scale system to reflect teacher learning, leadership, role-based teacher leadership definitions and linkage to differentiated compensation, and success in the classroom; extending the teacher year to include learning time for teachers woven throughout the year and including commensurate compensation; loan forgiveness for teaching in high-need schools and high need subject areas; and potentially setting a minimum teacher salary. Innovative career lattices and related compensation structures would

allow teachers to be rewarded for advancing their skill level and/or taking on teacher leader roles. In addition, more strategic compensation systems can lead to higher teacher retention overall and in high-need schools (Duncan, 2011).

**Data and Tracking:** The state should fund research on how teacher and principal compensation compares across the state and the degree to which it is correlated to school funding levels, poverty concentration, working conditions, and educator migration patterns. Additionally, districts need research on what other districts and regions are doing to develop effective compensation systems and collaborative models that can be applied to Illinois districts. The strategies should meet the varying needs of different districts.

**Leading Indicators:** Initial success would be measured by the increased number of candidates applying to teach and lead in high-need schools and in high-need subject areas, the increased number of effective candidates applying to teach and lead in high need schools and high-need subject areas, and the number of district and state incentives to teach in high need schools (particularly in rural areas).

**Lagging Indicators:** Later success would be measured by the increase in equitable distribution of effective teachers and leaders and the increase of high-need students being taught by highly effective teachers.

**Primary Implementer:** The first step could be the creation of a work group that could take on this issue and make recommendations. This work group could include the P-20 Council and/or another state-level group with a similar broad membership, as well as other teacher led groups such as Educators for Excellence or Teach Plus Illinois. The recommendations would be given to ISBE leadership, the Governor, and/or the legislature.

**Timeframe:** 2-3 years



# Recommendations

## Part IV: Rural Education Innovation



## XI. Elevate the voice of the Governor's Rural Affairs Council Education Working Group to better address rural education needs throughout the state

### RURAL

**Problem:** Throughout this report we aim to advocate for advancing these initiatives in the rural parts of Illinois, where teacher shortages are often the most urgent. However, when it comes to best serving these areas and broader policy conversations around education, voices from this community are often left out or considered an after-thought. Rural schools face some of the most pressing challenges, but due to lack of capacity and resources often have the fewest advocates.

**Recommendation:** With support from the Governor's Office, the Lieutenant Governor's Office, ISBE, and the Association of Illinois Rural and Small Schools will work to elevate the Governor's Rural Affairs Council and its Education Working Group to become a recognized and valued voice when it comes to rural education issues. Many of the members of this group are current experts or local community members in rural parts of the state. By working with them to create recommendations for the Governor and the General Assembly regarding rural education, we can bring a new and sharper focus to these issues and work to move forward strong policy that benefits all students in the state.

**Data and Tracking:** The Lieutenant Governor's Office would be responsible for tracking data related to the projects that this Council takes on.

**Leading Indicators:** Initial success would be measured by the buy-in from members on the council to moving forward with additional support; the number of meetings of the working group; engagement with external stakeholders; creation of clear set of goals that the Council wants to address in the next 5-10 years; and the creation of a strategic plan to guide them in accomplishing these goals that includes concrete measurable outcomes

**Lagging Indicators:** Later success would be measured by the number of projects moving forward (each of which would have its own metrics of success to monitor); number of recommendations made; number of recommendations taken by Governor, General Assembly, Agencies, etc., as well as progress made towards the measurable goals established by the Council in their strategic plan.

**Primary Implementer:** Lt. Governor's Office with support from the Governor's Office will staff and provide support and guidance to the Council and help to elevate the voice of the members on the council.

**Timeframe:** Within three months this Council can begin working on creating recommendations for moving rural education priorities forward.



Rural schools make up over 500 of the state's 850+ districts



## **Taken together, these recommendations would move Illinois forward as a state leader in the teacher preparation space.**

Although the recommendations were split into recruitment, training, and pathways, improvements in all three areas inform each other and are vital to improving the teacher pipeline. A teacher should have an aligned system from the moment of recruitment through training and progression through the classroom. Numerous pathways within the school system should be open to teachers –not just principals and administrators. Districts should contemplate how to leverage the growing interest in teacher leaders and integrate this role into their financial models to create clear pathways. EPPs should leverage the knowledge and voice of district leaders to make sure they are preparing teachers with the skills that are vital for success in the classroom. ISBE should gather and report data that is meaningful and annual, in order to best serve the needs of districts, EPPs, and policy-makers.

If Illinois is serious about providing a rigorous education to all students, the state must seriously commit time and money to improving the leaky teacher pipeline and the systems that support it. There is no one-size-fits-all solution to the problems that face our schools and teachers today. In order to make real and meaningful progress, we must be strategic and intentional. Through these recommendations, the authors hope to have laid out a framework for intentional and targeted policy changes that can have a long-term impact on the teaching profession. However, for meaningful impact to occur, Illinois must commit to action on these items, and not allow for another report to remain on a shelf collecting dust.

# Appendices



## Appendix A: Members of the Grant Group

Name	Title	Organization
Jo Anderson	Co-Executive Director	Consortium on Educational Change Illinois
David Ardrey	Executive Director	Association of Illinois Rural and Small Schools
Stephanie Bernoteit	Senior Associate Director	Illinois Board of Higher Education
Sam Buck	Education Projects Manager	Office of the Governor
Lauren Burdette	Managing Director of Education Policy	Office of the Governor
Andrea Evans	Dean of the College of Education	Governors State University
Emily Fox	Educator Effectiveness Division Administrator	Illinois State Board of Education
Erika Hunt	Senior Policy Analyst	Illinois State University, Center for the Study of Education Policy
Joshua Kaufmann	Executive Director	Teach Plus Illinois
Matthew Keefer	Dean of the College of Education	Southern Illinois University
Jim O'Connor	Project Director	Advance Illinois
Cristina Pacione-Zayas	Director of Policy	The Erikson Institute
Terri Pigott	Dean of the College of Education	Loyola University
Erskine Smith	Dean of the College of Education and Human Services	Western Illinois University
Jeff Vose	Regional Superintendent	Regional Office of Education #51

## Appendix B: Working Groups Members

### Recruitment

Sam Buck

Cristina Pacione-Zayas

Andrea Evans

Erskine Smith

Emily Fox\*

Jeff Vose

### Training

Stephanie Bernoteit

Emily Fox

Terri Pigott

Lauren Burdette\*

Joshua Kaufmann

Andrea Evans

Matthew Keefer

### Pathways

Jo Anderson

Jim O'Connor\*

David Ardrey

Erika Hunt

An \* next to a name indicates that member was the working group lead

## Appendix C: Meeting Dates and Locations

### NGA TEACHER PREPARATION

## PROJECT TIMELINE

#### OCTOBER 2016

The **Governor's Office** was awarded the grant and pulled stakeholders together to form the grant group

#### SEPTEMBER 2016

The **Governor's Office** submitted an application for a small grant from the **National Governors Association**

#### NOVEMBER 2016

On **November 28, 2016** the grant group met for the first time at **Illinois State University**

#### JANUARY 2017

The Group met for the 2nd time, adopted a **Vision for Teacher Preparation** to steer their work, and established working groups

#### FEBRUARY 2017

The full group and working groups met to establish theories of change to drive their work and conduct research.

#### MARCH - MAY 2017

The full group and the working groups continued to meet at least monthly to decide which recommendations they wanted to push forward

#### MAY 2017

Final Recommendations were decided upon and drafting of the final report began

#### JUNE 2017

The full group met for the final time to address any outstanding concerns with the drafted report

#### JULY - SEPTEMBER 2017

Final edits were made to report. The report was then formatted and made ready for publication

#### OCTOBER 2017

The Final Report was published and distributed throughout the state

## Full Group Meetings

- November 28, 2016, 1:00 – 4:00 PM: Illinois State University Alumni Center, Room 19, 1101 N. Main Street, Normal IL 61790
- January 26, 2017, 10:30 AM – 1:30 PM: Illinois Community College Board, 2nd Floor Conference Room, 401 E. Capitol Ave, Springfield IL 62701
- February 15, 2017, 2:00 – 5:00 PM: Loyola University, Lewis Towers, Room 1704, 820 N. Michigan Ave, Chicago IL 60611
- March 21, 2017, 10:30 AM – 1:30 PM: Illinois State University Alumni Center, Kastan Board Room #121, 1101 N. Main Street, Normal IL 61790
- April 26, 2017, 1:00 – 5:00 PM: Illinois State Board of Education, 2nd Floor North East Conference Room, 100 N. 1st Street, Springfield IL 62777
- May 15, 2017, 10:30 AM – 1:30 PM: Illinois State University DeGarmo Hall, Room 331, 250 S. University Street, Normal IL 61761
- June 26, 2017, 10:30 – 1:30 PM: Illinois State University Alumni Center, Room 119, 1101 N. Main Street, Normal IL 61790

# Working Group Meetings



## Recruitment:

- February 10, 2017, 1:00 – 2:00 PM, Conference Call
- March 7, 2017, 9:00 – 10:00 AM, Conference Call
- March 14, 2017, 1:30 – 2:30 PM, Conference Call
- April 14, 2017, 10:00 – 10:30 AM, Conference Call
- May 12, 2017, 10:30 – 11:30 AM, Conference Call



## Training

- February 10, 2017, 2:00 – 3:00 PM, Conference Call
- February 27, 2017, 1:00 – 2:00 PM, Conference Call
- March 16, 2017, 3:30 – 4:30 PM, Conference Call
- April 21, 2017, 4:00 – 5:00, Conference Call
- May 9, 2017, 3:30 – 4:30, Conference Call

## Pathways

- February 8, 2017, 1:00 – 2:30 PM, Conference Call
- March 1, 2017, 4:00 – 5:00 PM, Conference Call
- March 7, 2017, 3:00 – 4:00 PM, Conference Call
- March 20, 2017, 8:30 – 9:30 AM, Conference Call
- April 11, 2017, 2:30 – 3:30 PM, Conference Call
- May 4, 2017, 8:00 – 9:00 AM, Conference Call

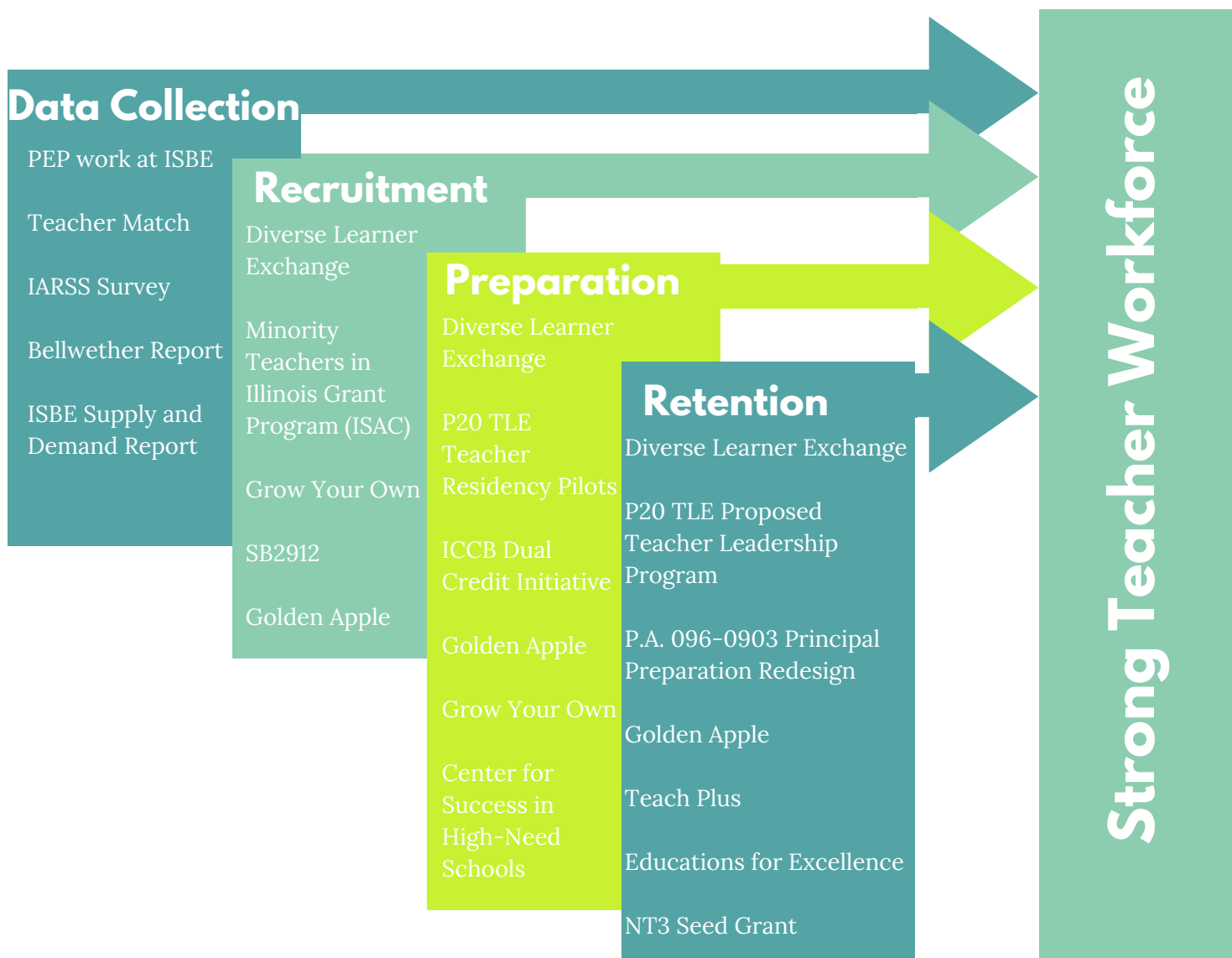
# Webinars



- Webinar with Cathy Main about her alternative certification program at UIC and recruiting diverse candidates into the field, **April 13, 2017, 9:30 – 10:30 AM.**
- Webinar with David Ensminger about the Loyola University's Education Preparation Program Redesign and the Importance of District and School Partnerships, **May 11, 2017, 12:30 – 1:30 PM.**
- Webinar with Carol Hetman about teaching contracts to support teacher professional growth and leadership, **May 19, 2017, 12:00 – 1:00.**



## Appendix D: Alignment of Existing State Efforts



Authors' Note: This is not a comprehensive overview of all the existing efforts in the state working to build a stronger teacher workforce. Rather it is a framework that can be used to help better understand how various initiatives interact with each other to move towards the same goal, while highlighting some prominent initiatives. For brief descriptions of these initiatives, please see the next page.

**Diverse Learner Exchange:** A strategic plan to help create a strong pipeline for diverse and talented educators. This includes a strategic approach to recruiting, supporting, and retaining diverse, talented educators in Illinois Schools.

**Partnership for Educator Preparation (PEP):** In order to advance the work of educator preparation programs statewide, The Illinois State Board of Education (ISBE) is embarking on a significant effort to strengthen data collection, sharing and reporting. PEP is a steering committee consisting of a diverse team of stakeholders representing the state, will provide input and guidance in the design and content of ISBE's revised accountability and program improvement system for teacher preparation. The goal of this new system is to ensure that all novice teachers in Illinois are ready to support student learning upon entering the classroom, and that data is used as a tool for continuous improvement to strengthen teacher preparation statewide.

**Senate Bill 2912:** Amends the Educator Licensure Article of the School Code. Makes changes concerning a provisional in-state educator endorsement on an Educator License with Stipulations, a career and technical educator endorsement on an Educator License with Stipulations, a provisional career and technical educator endorsement on an Educator License with Stipulations, a Substitute Teaching License, a teacher leader endorsement on a Professional Educator License, educator testing, the minimum requirements for educators trained in other states or countries, fees for Substitute Teaching Licenses, and requirements for licensees retiring during a renewal cycle

**ISBE Teacher Equity Plan:** As part of a commitment to provide every student the opportunity to be supported by highly effective teachers and school leaders, the Illinois State Board of Education created a plan for teacher equity that includes components

such as strengthening professional development, supporting national competency-based teacher standards attainment in high need schools, providing induction and mentoring in high need schools, establishing data systems to track teacher data, establishing scholarships/forgivable loans, alternative programs from high need schools aspiring teachers and Principals, eliminating funding inequities and inadequacies among districts, and encouraging equitable distribution of experienced teachers across high need schools.

**P-20 Council TLE Proposed Teacher Residencies:** Recommendation that ISBE manage a competitive grant process to braid together state set-asides and LEA funds to support “instructional leadership residencies” (ILR) that link teacher residencies, teacher leadership, and school administrator preparation in a clinically rich, locally sensitive LEA-EPP partnership to build instructional capacity in high need areas/fields.

**P20 Council TLE Proposed Professional Learning Leadership Teams Program:** Recommendation for ISBE to reserve up to 3% of LEA sub-grant funding to support a pilot program focused on supporting the development of Professional Learning Leadership Teams (made up of principals, assistant principals and teacher leaders).

**Illinois Community College Board Dual Credit Instruction Work:** ICCB is working to help support more teachers to get a master's degree in their content area to teach dual credit classes, focusing on rural area teachers.

**Illinois Student Assistance Commission Minority Teachers of Illinois Grant Program:** Provides grants of up to \$5,000/year to defray the college tuition and fees of eligible minority students who are in training to become teachers. The grant is converted into a loan if recipients do not fulfill a commitment that, for each year of scholarship assistance

assistance received, the recipient will teach for one year in an Illinois school where at least 30% of students are identified as minority students.

**P.A.096-0903 Principal Preparation Redesign:**

Created new principal endorsement and strengthened principal prep across the state; Justification: good teachers will come and stay dependent on the school principal. Teacher Match: A platform that offers a data-driven, people-powered formula for success for K-12 education talent management.

**Teacher Match** collects a large amount of data on teachers in their Educators Professional Inventory (EPI), a platform that predicts the impact teacher candidates will have on student achievement.

**Bellwether Report:** This Report uses data from ISBE's Teacher Service Record Database to compile a portrait of the current Illinois school workforce and to explore changing trends over the past decade. The Report finds that while there may be regional shortages in specific districts or content areas, there has been consistently an oversupply of teacher in Illinois over the past decade.

**Illinois Educator Shortage Crisis: Survey**

**Conducted by the IARSS:** This survey asked districts to provide information about their concerns regarding challenges of filling licensed teaching positions due to a decreasing number of applicants. Sixty percent of responding districts had difficulty with staffing positions and 76% reported that they had fewer qualified candidates applying for positions in their districts. The report looks at the data collected from the state level, and breaks it down by region, urban/suburban/rural classification, and type of district.

**Golden Apple Scholars Program:** Golden Apple works with Illinois Public Schools to identify and recruit high-school students interested in teaching,

as well as working with post-secondary institutions to identify students who need additional academic support. 56% of recruits are from under-represented groups. Golden Apple works with the Illinois Student Assistance Commission to arrange student financial aid. Students must commit to work in a high need school for a minimum of five years after graduation.

**Associated Colleges of Illinois, Center for Success in High-Need Schools:** Supports low-income, minority and first-generation students through college graduation. Faculty at AIC schools continue to support alumni through professional development and induction mentoring as they enter the teaching profession. In 2013, the Center convened a Diversity at the Blackboard taskforce to collect data about supporting diversity in undergraduate teacher education programs.

**University of St. Francis – Multi-cultural Education Recruitment in Teaching (MERIT):** Works in the Joliet area to raise awareness in elementary and middle school about college and the teaching profession. MERIT partners with a local high school for the Future Teachers Summer Academy, while also helping community college students explore the profession. They also provide scholarship for students of color to go to school for teaching.

**Grow Your Own Illinois:** Supports racially, ethnically, socioeconomically diverse adult teacher-education candidates by partnership with community-based coordinators and a higher education academic liaison.

**Teach Plus:** Identifies and supports teachers to transform the system through 6 month fellowships that allow them to work on key policy and practices issues that affect their students' success. By offering opportunities for leadership and policy work, Teach Plus encourages leadership while keeping teachers in the classroom.

**Educators for Excellence:** E4E works to ensure that the voices of classrooms teacher are included in the decisions that affect our profession and our students in order to elevate the teaching profession so that educators are seen as leadership both in and outside of the classrooms to drive positive outcomes for students. E4E encourages professional development, leadership, and growth, while keeping teachers in the classroom.

**Illinois Educator Supply and Demand Report:** This report provides information on the relative supply and demands for teachers, administrators, and other certificated and non-certificated personnel by fields, content area, and levels; state and regional analyses of fields, content areas, and levels with an over/under supply of educators; and, projections of likely high/low demand for educators in a manner sufficient to advice the public, individuals, and institutions regarding career opportunities in education.

**NT3 Seed Grant:** The National Board of Professional Teaching Standards received a SEED grant for the Network to Transform Teaching (NT3). They then granted this money to various states to work on increasing the number of teachers seeking National Board Certification and embed the National Board Body of Knowledge throughout the State. The National Board Resource Center applied for and was awarded this grant for the state of Illinois and is working on various initiatives to embed the Body of Knowledge throughout Illinois.



## Appendix E: Best Practice Models

**D214 Career Pathways:** District 214 has three different career pathways for its high school students to begin exploring what a career in education would look like. These pathways are Early Childhood Education, Primary Education, and Secondary Education. Students participating in these programs take classes in child development, education, and also participate in a teaching academy during their senior year where they are working in local schools three days a week. For more information about this program, follow this link: [https://www.d214.org/assets/1/6/D214\\_Career\\_Pathways\\_Guide\\_2015-2016.pdf](https://www.d214.org/assets/1/6/D214_Career_Pathways_Guide_2015-2016.pdf)

**Rockford Public School 205 Career Pathway:** RPS 205 has developed an education career pathway to attract students into the teaching profession, specifically to teach at RPS 205 so that the RPS workforce reflects the student body they teach. Students in the pathway program take a course sequence in high school. The high school has a partnership with Rockford University, that allows students who have completed the pathway to enroll at Rockford University for between \$5,000 - \$10,000 dollars a year. RPS hosts these students for their student teaching placement and upon completion of the program are guaranteed an interview with RPS. If hired by RPS, students will be eligible to receive a Master's degree in Urban Education cost-free from Rockford University.

**TFA Campus Campaign Coordinator and Campus Ambassador Positions:** TFA has many positions for interested students to get involved in college and help recruit future Corps members. These opportunities utilize those students already accepted into the Corps to build awareness, identify potential candidates, and represent TFA across campus. This near-peer mentor model of recruitment provides great opportunity to those students involved and helps to make sure TFA is well marketed and publicized around campus. For more

information and job descriptions for these positions, follow this link:

<https://www.teachforamerica.org/get-involved/college-students>

**ISACorps:** ISACorps is another successful model near-peer mentoring from within the State of Illinois. ISACorps members are graduates from college who work with Illinois schools, business, and non-profits to deliver free career and college planning and preparation services for high schoolers. For more information about ISACorps, follow this link, <http://www.isac.org/isacorps>

**The Ozarks Teacher Corps:** The Ozarks Teacher Corps develops a cohort of talented teaching candidates from rural hometowns. Candidates apply their sophomore years of college and once admitted explore rural education issues, serves as teacher interns in small schools, and commit to teaching in their respective home communities for at least three years. This program is funded by the Chesley and Flora Lea Wallis Trust. The goal of this initiative is to develop a growing network of educator-activists who recognize the importance of rural education to a sustainable American society. For more information, follow this link, <http://www.ruralschoolpartnership.org/ozarks-teacher-corps>

**Illinois Gateways Credentials:** The Gateways to Opportunity credentialing system is a competency based and stackable credentialing system that validates the knowledge, skills, and experience with early care and education. These credentials were developed by practitioners, providers, and other stakeholders to ensure that there is a standard and consistent level of knowledge for all early learning professionals. The Illinois Department of Human Services administers and awards these credentials. For more information, follow this link: <http://www.ilgateways.com/>

**Naperville Community Unit School District 203:**

Since 2010 Naperville CUSD 203 has been working to “study and implement new ways to reward teachers for professional development activities”. Through this process D203 created Career 203, a restructure of professional development to have significant impact on educator growth and student learning. This model gives educators four distinct paths in order to recognize individual needs and aspirations as they encourage professional mastery. These

pathways are teacher leader, expert educator, master educator, and research educator. As educators get credit for “bricks” on their pathway they receive payment and points. This encourages educators to seek out professional learning experience and awards them for their progress and growth. For more information, please follow this link: <https://www.naperville203.org/Page/4326>

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A photograph of a classroom with rows of desks and chairs, viewed from the front. The image is overlaid with a semi-transparent green filter. A large white quotation mark is positioned at the top center.

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**Only through  
effective partnership  
across this system  
can Illinois improve  
the quality of its  
teachers and the  
outcomes of its  
students.**

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## Improving Teacher Preparation Policy and Programs

*Building a High-Quality Teacher Workforce in the State of  
Illinois*